**Inglês Técnico**

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| --- |
| **Objectives:** Understand English grammar:   * Sentence structure and word order. * Types of sentences in the English language. * Sequence of elements within a sentence. |

EXERCÍCIOS

**Look at the dictionaries (links below) to help you answer to the questions:**

<https://www.collinsdictionary.com/dictionary/english/>

<https://www.dictionary.com/>

<https://www.merriam-webster.com/>

**Activity 1 - The Hangman**

Grammar rule #1

EACH CLAUSE IN YOUR SENTENCE

SHOULD HAVE ONE SUBJECT

AND ONE MAIN VERB, and only one subject and one main verb.

**Clause structure**

**What is a clause?**

A clause is any *subject, verb combination*. It's a group of words that must include a subject and a verb.

The **subject** is always a ***noun*** - this could be a ***single-word noun***, a ***pronoun*** or a ***noun phrase***.

The **verb** could be a **single word** or a **verb phrase** such aswill have been studying*.*

Usually, something **follows the subject and verb**.

The other parts of a clause can be categorised as **object**, **adverbial** or **complement**

You may have heard English described as an SVO language. This describes the structure of this type of clause. It tells us about the word order in English: Subject – Verb – Object

**Activity 2 – SVO**

Try to break the following sentences into three parts: **subject / verb / object**

The little mouse has been stealing my cheese.



* The old lady loved that cheese.



* The children stroked the fat cat.



* I have congratulated the fat cat.



* The goldsmith is going to buy a big mousetrap.



**Activity 3 - Two objects: subject / verb / object / object**

In the sentences below, mark whether the objects in the following clauses are direct (DO) or indirect (IO):



* I sent an email to my boss.



* My sister wrote me a letter.



* Their father threw the ball to the dog.



* My wife told me a secret.



**Activity 4 - Adverbials**

1. Try this activity to see if you can identify the subject and verb in these sentences.

* Everyone loves that wise old man.



* This car is really expensive.



* My lovely little boy made a birthday cake.



* This incredibly old man jumped on to the table.



1. In which of these sentences could you replace the 'rest of the sentence' with an object pronoun (me, them, etc.), but nothing else?
2. Take a look at these sentences. Can you underline the **adverbials** in each sentence?



* I sent an email to my boss yesterday.



* I'm meeting him at the pub.



* She left in a hurry.



* He saw her in town last week.



**Activity 5 - Complements**

Take a look at these sentences. Can you underline the complements in each sentence?



• It was a horrible lesson.



• That was the most horrible lesson I've ever given.



• Youth unemployment is a really difficult problem.



• I am a teacher.



• Maria feels absolutely dreadful.



**Activity 6 - Basic clause pattern**

There are seven basic clause patterns in English.

(David Crystal, *The Cambridge Encyclopaedia of the English Language*, p. 221).

Match the sentences to the correct **basic clause pattern** into the table.

**Complemento descreve o subject**

**The window was broken**



**The window was broken by the janitor.**



The janitor broke the window.



|  |  |
| --- | --- |
| **S + V:** | He is singing |
| **S + V + O:** | Jonathan wrote an e-mail. |
| **S + V + C:** | Matthias became tired. |
| **S + V + A:** | Jasper and Renee met in 2007. |
| **S + V + O + O:** | They bought Dan a new car. |
| **S + V + O + C:** | They considered him a fool. |
| **S + V + O + A:** | Loren met the actress on the airplane. |

* He is singing.
* Jasper and Renee met in 2007.
* They considered him a fool.
* Jonathan wrote an e-mail.
* Matthias became tired.
* Loren met the actress on the airplane.
* They bought Dan a new car.

**Activity 7 Word Order Practice**

Word order is the way that native speakers arrange their words in a sentence. How they naturally sequence their words to construct an English sentence.

**Identifying and Ordering Sentence Elements**

In this activity, you will work with sentences that have the words in the wrong order. First, identify the different elements in each sentence (Who, What, Where, When, How, Why). Then, put them in the correct order based on this sequence:

**Who -> What (verb + objects)-> Where -> When -> How -> Why**.

**Step 1: Identify the elements**

For each sentence, identify:

* **Who**: Who is doing the action (the subject)? **Quem** faz a ação (o sujeito)
* **What**: What is the action (the verb and its objects)? **Qual** é a ação (O verbo com os seus objetos)
* **Where**: Where is the action happening (the place)? **Onde** acontece a ação (o lugar)
* **When**: When is it happening (the time)? **Quando** acontece a ação (o tempo)
* **How**: How is the action done (manner)? **Como** é feita a ação (maneira)
* **Why**: Why is the action done (purpose or reason)? **Porquê** a ação é feita (propósito ou razão)

**Step 2: Rearrange the words**

After identifying the elements, rearrange the sentence so that the words follow the correct order.

**Example:**

**Sentence**: "we / two years ago / this car / bought / "

* **Who**: we - **Quem**
* **What**: **bought** this car – **Qual** é ação (**verbo +** objetos)
* **Where**: None
* **When**: two years ago - **Quando** acontece a ação
* **How**: None
* **Why**: None

**Rearranged sentence**: We / bought this car / two years ago.

**Now try these:**

1. **Sentence**: John called to cancel his appointment earlier

**Who**: John

**What**: called



**Where**:

**When**: earlier

**How**:

**Why**: to cancel his appointment

**Rearranged sentence**: John / called / earlier / to cancel his appointment

1. **Sentence**: John ate this morning breakfast because he was late on the train

**Who**: John

**What**: ate breakfast

**Where**: on the train

**When**: this morning

**How**:

**Why**: because he was late

**Rearranged sentence**:

1. **Sentence**: The bus hit with great force the tree

**Who**: The bus

**What**: hit the tree

**Where**:

**When**:

**How**: with great force

**Why**:

**Rearranged sentence**:

1. **Sentence**: The conference started on Tuesday last week at 10:00 a.m.

**Who**: The conference

**What**: started

**Where**:

**When**: at 10:00 a.m. on Tuesday last week

**How**:

**Why**:

**Rearranged sentence**:

1. **Sentence**: They live in India in a big city in a flat

**Who**: They

**What**: live

**Where**: in a flat in a city in India

**When**:

**How**:

**Why**:

**Rearranged sentence**:

1. **Sentence**: because she needed it for college last week She bought a laptop online

**Who**: She

**What**: bought a laptop

**Where**: online

**When**: last week

**How**:

**Why**: because she needed it for college

**Rearranged sentence**:

1. **Sentence**: slowly his meal Sam ate

**Who**: Sam

**What**: ate his meal

**Where**:

**When**:

**How**: slowly

**Why**:

**Rearranged sentence**:

1. **Sentence**: to the seaside We at the weekend drove

**Who**: We

**What**: drove

**Where**: to the seaside

**When**: at the weekend

**How**:

**Why**:

**Rearranged sentence**:

1. **Sentence**: to work by train He goes

**Who**: He

**What**: goes

**Where**: to work

**When**:

**How**: by train

**Why**:

**Rearranged sentence**:

1. **Sentence**: because it's easier They contact by phone everyone

**Who**: They

**What**: contact everyone

**Where**:

**When**:

**How**: by phone

**Why**: because it’s easier

**Rearranged sentence**:

1. **Sentence**: went this morning She to town her letters to post

**Who**: She

**What**: went

**Where**: to town

**When**: this morning

**How**:

**Why**: to post her letters

**Rearranged sentence**:

1. **Sentence**: She teaches to be independent thinkers enthusiastically students

**Who**: She

**What**: teaches students

**Where**:

**When**:

**How**: enthusiastically

**Why**: to be independent thinkers

**Rearranged sentence**:

**Translating and Rearranging Sentences**

Translate sentences from Portuguese to English and rearrange them to follow the natural English order:  
**Who -> What (verb + objects) -> Where -> When -> How -> Why**.

**Instructions**

**Translate**: Read each sentence in Portuguese and translate it into English.

**Identify Elements**: Break the sentence into its parts:

* **Who**: Who is doing the action (subject)?
* **What**: What is the action (verb + objects)?
* **Where**: Where does the action take place?
* **When**: When does the action happen?
* **How**: How is the action done (manner, tools, means)?
* **Why**: Why is the action done (purpose or reason)?

**Rearrange**: Place the parts in the correct English order:  
**Who -> What (verb + objects) -> Where -> When -> How -> Why**.

**Write the Sentence**: Write the final sentence in its proper English structure.

**Example:**

**Portuguese:** "Ontem à noite, o João escreveu uma carta no escritório com uma caneta especial porque queria pedir desculpa." **Translation Process:**

* **Who:** João = *John*
* **What:** escreveu uma carta = *wrote a letter*
* **Where:** no escritório = *in the office*
* **When:** ontem à noite = *last night*
* **How:** com uma caneta especial = *with a special pen*
* **Why:** porque queria pedir desculpa = *because he wanted to apologize*

**Final Sentence:***- John / wrote a letter / in the office / last night / with a special pen / because he wanted to apologize.*

**Now it’s Your Turn!**

As crianças brincaram no parque ontem à tarde sob a supervisão de um adulto porque é mais seguro.

**Translation Process:**

Who: The children

What: played

Where: in the park

When: yesterday afternoon

How: under the supervision of an adult

Why: because it’s safer.

* Final Sentence

A professora explicou o problema na sala de aula hoje de manhã com exemplos visuais para ajudar os alunos a entenderem melhor.

**Translation Process:**

Who: The teacher

What: explained the problem

Where: in the classroom

When: this morning

How: with visual examples

Why: to help the students understand better.

* Final Sentence

Ela comprou frutas no mercado ontem à tarde com um carrinho porque estava a carregar muita coisa.

**Translation Process:**

Who: She

What: bought fruits

Where: in the market

When: yesterday afternoon

How: with a trolley

Why: because she was carrying a lot of things

* Final Sentence

Os jogadores treinaram no campo esta manhã sob chuva forte porque o jogo será em condições semelhantes.

**Translation Process:**

Who: The players

What: practise

Where: in the field

When: this morning

How: under heavy rain

Why: because the game will be in similar conditions

* Final Sentence

A minha irmã organizou os documentos no escritório ontem com a ajuda do computador para terminar o trabalho antes da reunião.

**Translation Process:**

Who: My sister

What: organized the documents

Where: the documents

When: in the office

How:

Why: to finish work before meeting

* Final Sentence

O estudante leu o texto na biblioteca na semana passada com atenção total porque tinha um teste no dia seguinte.

**Translation Process:**

Who: The students

What: read the text

Where: at the library

When: last week

How: with full attention

Why: because she will have a test the next day

* Final Sentence

**Introducing subject complements and object complements**

**What are Subject and Object Complements?**

**Subject Complement**: Describes or identifies the subject, typically following linking verbs like *is, seems, becomes, feels*.

Example: The soup *is delicious*. (*delicious* describes the soup)

**Object Complement**: Describes or renames the object, typically after certain verbs like *consider, find, make, name*.

Example: They named her *queen*. (*queen* renames *her*)

**Translating with Complements**

Translate sentences from Portuguese to English, incorporating subject and object complements into the correct English order.  
**Focus Order**: **Who -> What (verb + objects) -> Subject/Object Complement -> Where -> When -> How -> Why**

**Example**

**Portuguese**: O chefe parece feliz no trabalho hoje porque recebeu boas notícias.  
**English**:

* Who: The boss
* What: seems
* Subject Complement: happy
* Where: at work
* When: today
* Why: because he received good news

**Final Sentence**: *The boss seems happy at work today because he received good news.*

**1.** O filme parece interessante para um público jovem porque aborda temas atuais.

**Who**: The movie

**What**: looks

**Subject Complement**: interesting for young audience

**Where**:

**Why**: because it approaches current themes

**Final Sentence**:

**2.** Os alunos acham a professora muito simpática porque ela é paciente.

**Who**: The students

**What**: find the teacher

**Object Complement**: very nice

**Why**: because she’s patient

**Final Sentence**:

**3.** Eles declararam o evento um fracasso na reunião de ontem porque poucas pessoas participaram.

**Who**: They

**What**: declared the event

**Object Complement**: a failure

**Where**: in the yesterday meeting

**When**:

**Why**: because few people participated

**Final Sentence**:

**4.** A equipa ficou desanimada após o jogo porque perdeu por muitos pontos.

**Who**:

**What**:

**Subject Complement**:

**When**:

**Why**:

**Final Sentence**:

**5.** Eles elegeram o João o líder do grupo porque ele é organizado.

**Who**:

**What**:

**Object Complement**:

**Why**:

**Final Sentence**:

**6.** Eu estou interessado em trabalhar estas estruturas com os meus alunos na minha sala de aula durante a nossa próxima sessão através de prática colaborativa para ajudá-los a melhorar sua compreensão.

**Who:**

**What:**

**Subject Complement:**

**Where:**

**When:**

**How:**

**Why:**

**Final Sentence**:

**Create and Analyse Sentences Together**

Work together as a group to create meaningful sentences using the structure provided.

Then, switch sentences with another group and identify the **clause elements** in their sentences.

**Understand the Sentence Structure**

Every sentence must follow this structure:

**Who -> What (verb + objects) -> Complements (if applicable) -> Where -> When -> How -> Why**

**What Each Part Means:**

**Who**: Who is doing the action (the subject)?

**What**: What is the action (verb + objects)?

**Complement**: Extra information about the subject or object (if needed).

**Where**: Where does the action happen?

**When**: When does it happen?

**How**: How is it done?

**Why**: Why is the action done?

**Create Sentences in Groups**

Work together to write 2–3 sentences using the structure provided.

**Be creative!** Use real-life situations, funny ideas, or even made-up scenarios.

**Examples to Inspire You:**

*My mom cooked dinner in the kitchen last night with fresh ingredients because it was my dad’s birthday.*

*The children played football in the park yesterday afternoon with great energy because they love sports.*

**Share and Swap**

Exchange your group’s sentences with another group.

Read their sentences carefully.

Break the sentences into **clause elements**: **Who, What, Complement (if any), Where, When, How, Why**.

* Write your analysis clearly in a table.

**Check and Discuss**

Return the sentences with your analysis to the original group.

The original group will review the analysis and confirm if it’s correct.

If there are mistakes, the group that wrote the sentence will explain the correct breakdown.

**Example Activity in Practice**

**Group 1 (Creator):**

*The students presented their project in the classroom yesterday with confidence because they worked hard.*

**Group 2 (Analyser):**

**Who**: The students

**What**: presented their project

**Complement**: none

**Where**: in the classroom

**When**: yesterday

**How**: with confidence

**Why**: because they worked hard

**Key Points to Remember**

**Be clear**: Include all parts of the structure in your sentence.

**Be respectful**: Give constructive feedback when reviewing sentences.

**Have fun!** Creativity makes this task more enjoyable.